THE
Dan Smoot Report

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DAN SMOOT

DEBAUCHING OUR CHILDREN

Books and magazines which would have been unmailable a few years ago, because of U. S. Postal regulations against obscene material, are now available to the general population, including children, at most bookstores and newsstands. That fact, however, is one of the less startling indications of the erosion of moral standards in the U.S. Audio-visual aids now being used in many schools, for teaching children about sex, would have been outlawed throughout the nation 20 years ago as hard-core pornography.

One cannot fully convey an impression of the materials sexologists use, and recommend for our children, without quoting from the materials. I will not put such language in this *Report.* In fact, I have delayed writing on the subject, because of my reluctance to use even the relatively restrained language I must use for effective discussion. Just as you cannot fight a skunk without smelling a little like one, so you cannot publicly oppose pornography without soiling your own language a bit. The very fact of such contests, of course, assures the skunks and pornographers some measure of gain, regardless of final outcome.

Here are passages from "Sex Invades the Schoolhouse," an article by John Kobler, in the June 29, 1968, issue of *Saturday Evening Post*:

"In San Diego, Calif., they are called 'social-health teacher-counselors.' Five of them — two men, three women — circulate among the city's 31 secondary schools. . . . The counselors carry from school to school big canvas bags containing classroom materials which, not so very long ago, would have scandalized the community and even invited prosecution. The materials include literature, charts, models, tapes and films dealing in explicit terms with such formerly taboo subjects as sexual anatomy, masturbation, homosexuality and premarital intercourse. . . .

"As she threads a film entitled *The Game* into a projector, a young counselor named Mrs. Persida Drakulich matter-of-factly announces to the 40 girls in one ninth-grade class at Pershing Junior

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High, 'You're going to see how a boy feels after intercourse with a virgin. Pay lots of attention to the game they're playing. . . . And listen carefully to the words they use.' . . .

"San Diego's sex-education program . . . . [begins] in the sixth grade . . . . Among . . . [the] audio-visual aids are colored slides depicting male and female genitalia. . . . The teachers also give chalkboard talks, mincing no words, about the formation of sperm, wet dreams, copulation. . . .

"One of the most forthright sex-education courses is offered by the school system of Palo Alto, Calif. . . .

"Recently, a visitor to Palo Alto watched an 11-year-old girl unselfconsciously drawing on a blackboard a detailed sectional view of the male sex organs. On the wall of a senior classroom hung a montage, the homework assigned to a 17-year-old student, composed of the main contraceptive devices, each with a neatly typed card beneath, explaining how it worked. . . .

"Questions to the teacher were sometimes couched in the language of the streets, for which the teacher, when responding, would casually substitute the polite terms.

"Boys and girls study together, and much of the instruction comes in the form of general discussion. . . . "

Here are passages from "Sex Education," an article by Marjorie F. Iseman in the January, 1968, issue of *McCall's*:

"The dominant philosophy in sex education today seems to encourage repetitive erotic displays, both visual and verbal, which seem as harmful as any 'hard-core' pornography. . . .

"Teachers try to make the subject matter as specific as possible — especially in the elementary grades where they assign children to model the male and female genitals in clay. . . . "

At one private school, Mrs. Iseman watched a lecturer, using a plastic model, show high school students how to apply a contraceptive device.

Mrs. Iseman said:

"Dr. Rhoda Lorand, a highly respected psychologist and the author of *Love, Sex and the Teenager*, has warned that these displays can be much more threatening to adolescents than any pornography read in private — because they occur in a classroom, which is not an appropriate place for sexual arousal."

Time of Your Life is a teachers' manual for "Family Life Education" in Grades 4, 5, and 6; prepared by William Ayres and Marilyn McCurdy; now in use in several California public schools. Much of the text is a transcript of comments by Ayres and McCurdy, showing film to classes of youngsters. The human sex organs are depicted in their condition before, during, and after coitus. The sexual act between man and woman is fully described, including the physical sensations and emotional reactions of participants at all stages.

How Babies Are Made is a sex-education kit for children ages three to ten, produced in 1968 by the General Learning Corporation (educational affiliate of General Electric Co. and Time, Inc.), now being used in some 1200 educational institutions throughout the U.S. It consists of 44 color slides for a 15-minute presentation, $15.00; a color filmstrip with long-playing record for a 15-minute presentation, $10.00; and an 88-page book, $3.95.[1] Slides, filmstrip, and book present color photographs of figures sculptured in paper — including various animals copulating, and text explaining what the animals are doing. A picture at the end of the series depicts a nude man and woman in bed, embracing under covers, with text telling children that Mommy and Daddy are here doing what the dogs were doing.

For Youth To Know: Basic Science of Reproduction and *Human Growth and Reproduction* (both published by Laidlaw Brothers, a division of Doubleday & Co.) are used for sex education in the Ft. Worth, Texas, public schools. The books explain nocturnal emissions, menstruation, the phenomenon and purpose of erection; describe sexual acts; feature labeled drawings of male and female sexual organs. Ft. Worth parents objected, because they had dramatic proof of the prurient effect the books were having on children: they learned of one boy who was selling zerox copies of the pictures of female sex organs. The parents were impatiently brushed off by Ft. Worth school officials.

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That is generally the treatment parents get when they display the decency to protest the debauching of their children in the public schools. In Oklahoma, for example, Sanity on Sex (SOS — a group of parents organized to oppose sex education in elementary schools) publicly protested classroom use of *How Babies Are Made.* They were dismissed as people "who are afraid of new ideas."[1]

At a public meeting of the Trustees of the Anaheim (California) Union High School District on November 14, 1968, Mrs. Howard Kelly (a housewife) read passages (from *Attaining Manhood*, an eighth-grade textbook; and from *Facts of Life*, a ninth-grade textbook), which explain how the sex act is performed. Mrs. Kelly asked why such deplorable material is used in the Anaheim high schools. The only answer she could get from the school trustees was that they intended to visit schools in the district to ascertain whether sex education is effective.[2]

Anaheim parents recently discovered that junior and senior high school students are being taught obscene language in classrooms. Students are encouraged to put written, anonymous questions about sex in question boxes maintained in certain classrooms. At regular intervals, teachers remove the questions and read them aloud, verbatim. All obscene expressions are written on the blackboard and fully explained to the youngsters.[3] One does not have to know much about teenagers to imagine the kinds of questions that some of them drop anonymously into those question boxes. All the boys and girls are thus taught the obscenities already known to a few.

Mrs. Sally Williams (coordinator of sex-education programs in the Anaheim schools) defends this practice of teaching obscene language, as a means of enabling teachers and students to communicate on the subject of sex.[3]

An Associated Press story from Madison Heights, Michigan, September 7, 1968, told of a local controversy between parents and school officials, because a teacher was reported to have sent high school boys and girls into a darkened room to fondle and caress each other, then to come out and write essays on the sensations they experienced. The school superintendent denied knowledge of the incident, but said he would not consider it a legitimate part of the district's teaching program.[4]

The professional sexologists who are pushing pornography in the classrooms warn against "moralizing" in sex education programs for children; and they are contemptuous of religious prohibitions against promiscuity. One example: On April 12, 1965, Dr. Ben Ard, professor of counseling at San Francisco State College, told a conference of parents, teachers, and teenagers in San Francisco that the conformity of U.S. youth to adult advice perpetuates "one of the world's sickest cultures as far as sex is concerned." Ard derided our "puritanical standards" and sneered at Christian attitudes, saying that "all answers regarding sex may not have been received 2000 years ago."[5]

Apparently, the only code of the sexologists (if they have a code) is the "situation ethics" of Ernest Hemingway, who held that "what is moral is what you feel good after, and what is immoral is what you feel bad after." "Situation ethics," as applied to sexual behavior, was summed up in a booklet written by William Graham Cole, entitled *Called to Responsible Freedom: The Meaning of Sex in The Christian Life*, published and copyrighted by the National Council of Churches in 1961. The essence of Cole's argument is that any kind of sexual behavior is good, if participants have a good attitude about it — bad, if they have a bad attitude; everyone should write his own rules, in keeping with his own conscience; rules imposed by society are harmful because, being inflexible, they create feelings of guilt, shame, and anxiety about sex.

In November, 1968, a conference on violence was held at the California Hospital Medical Center in Los Angeles. Dr. Roger S. Johnson, director of clinical pastoral education for the Lutheran Hospital Society, suggested to the conference that promotion of more sexual intimacy among our people might reduce "manifestations of violence." He cited the domestic peacefulness of Scandinavian countries, where people are taught to be so open and intimate about sex that nothing is considered "obscene" except physical violence.[6]

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In short, sexologists want to create in American youth the same widespread obsession with sex that sex education has produced among Scandinavian youth, especially in Sweden.

Sex education has been supported by the government in Sweden for more than 20 years. Since 1957, it has been compulsory for all grades. Classroom discussions and lectures, together with audio-visual aids, graphically show children everything known about sex — including all imaginable practices of gratification. The exclusive emphasis in all this sordid "education" is on "responsible sexual activity" — a phrase, in general use among American sexologists, which is synonymous with "situation ethics": *any kind* of sexual activity is all right if the persons involved take due precautions against venereal disease and unwanted pregnancy, and if they have the right attitude toward each other.

The result?

There has been a catastrophic increase in venereal disease among Swedish youngsters. In one year (1964), there were 23,000 new cases of gonorrhea, 487 new cases of syphilis *reported* — one-third of the new syphilitics being teenage girls. Gonorrhea and syphilis are said to be more widespread in Sweden today than in any other "civilized" country in the world. About half of all Swedish boys infected with venereal disease admit sexual relations with at least 40 different girls — one-tenth of them boasting relations with at least 200 different girls. There have been corresponding increases in illegitimate births, alcoholism, narcotics addiction, atheism, moral nihilism, and general criminality.(7)

In 1964, Dr. Ulf Nordwall (physician to the King of Sweden) and 140 other Swedish doctors (including faculty members from all of Sweden's medical schools) petitioned the government to do something about the sexual anarchy prevailing among young Swedes. Here, in essence, is what they said:

The "advanced" pedagogues who now rule Swedish education have bombarded school children with sexual instruction for which their immaturity ill fits them. The result has been an unnatural over-sexualization of the rising generation. Sex education has produced among adolescents an obsession with sex.

In their way, the young have confused instruction in method with encouragement to practice.

Now, almost the only way to stem the rising tide of sexual license among youth is to give them some form of Christian instruction.(8)

NEXT WEEK: More on sex education in schools.

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FOOTNOTES

(1) *Daily Oklahoman*, Nov. 11, 1968; *SIECUS Newsletter*, Oct., 1968
(2) *Santa Ana Register*, Nov. 17, 1968
(3) *Anaheim Bulletin*, Jan. 16, 1969
(4) *The Daily Oklahoman*, Sept. 7, 1968
(5) *The Denver Post*, Apr. 13, 1965
(6) *Los Angeles Times*, Nov. 25, 1968
(7) *U.S. News & World Report*, Feb. 7, 1966, pp. 58 ff.
(8) *Los Angeles Times*, Mar. 1, 1964

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